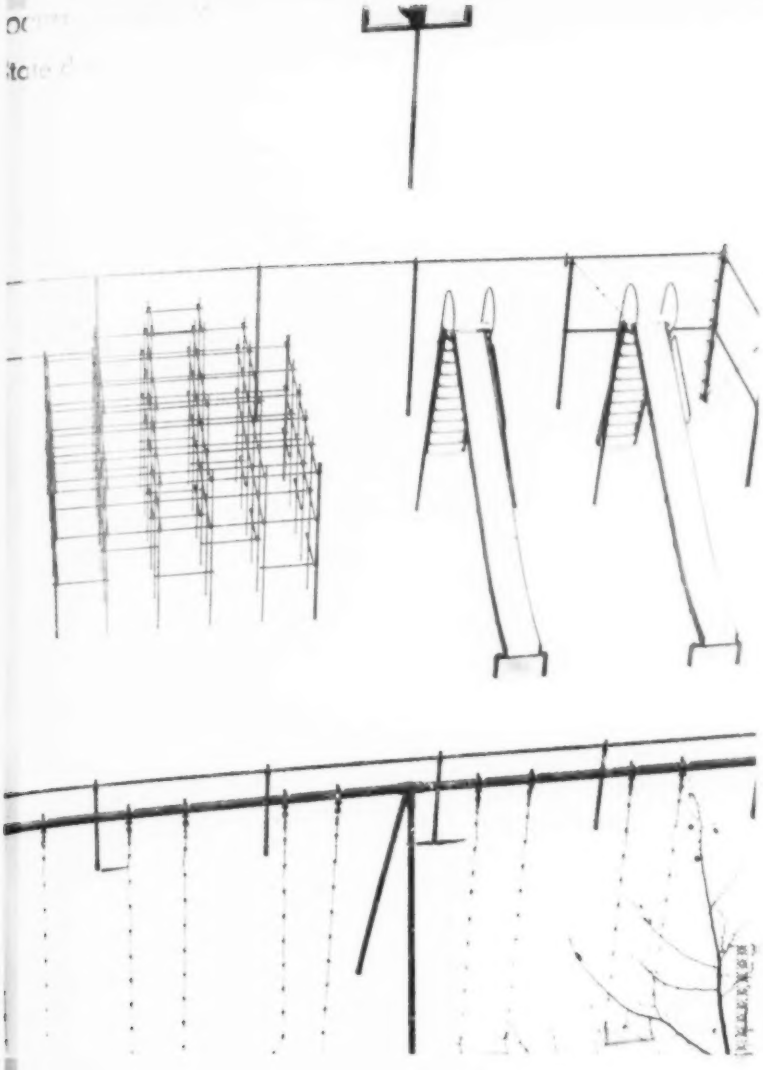

BULLETIN TO THE SCHOOLS

In this issue:

Educational Standards Discussed
Committee on Forms Reports
1958–59 School Calendar
Braille Reading Explained

January 1958

VOLUME 44
NUMBER 5

THE UNIVERSITY OF THE STATE OF NEW YORK

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COVER PICTURE: Playground in Winter. This picture, taken by Robert DeJohn, 17, of Brooklyn, who was a 12th grade student at Metropolitan High School, New York City, received a $300 Grand Award in Class 3 of the 1957 National High School Photographic Awards sponsored annually by the Eastman Kodak Company, through whose courtesy the picture is reproduced here.

THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

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Bulletin to the Schools

VOLUME 44 JANUARY 1958 NUMBER 5

Future Educational Action Discussed

Commissioner Holds Two Conferences: with School Administrators and with Scientists and Engineers

TO REVIEW CURRENT STATE EDUCATIONAL PRACTICES and standards and to consider and recommend future action to strengthen and extend the present program, Dr. James E. Allen, Jr., Commissioner of Education, has had two conferences, one with 22 public school administrators, the other with a score of educators, industrial scientists and engineers. Other such meetings are being planned.

While the conferences are parts of the State Education Department's continuing program of consultation and coordination on educational programs and problems with the best available authorities, added importance is attached to them because of the current national emergency in science and science education.

Reports of the two conferences follow:

School Administrators Issue Statement

THE 22 PUBLIC SCHOOL ADMINISTRATORS who met with the Commissioner on November 18, to discuss the need for more emphasis on science and mathematics and the better utilization of the public schools in the State, issued this statement after the meeting:

> **Recognizing the great public interest that now exists in education and the implications of current developments in science and national affairs, the group felt that there should be continued emphasis by educators for the continuous improvement of education. The participants in the conference agreed that what was demanded was special efforts to make improvement responsive to particular current needs, that the changes to be brought**

(Continued on page 163)

Scientists, Engineers Offer Set of Recommendations

BETTER SALARIES FOR SCIENCE TEACHERS and awards of honors to students of science to elevate their prestige in school and out were among the recommendations made at the conference of educators, industrial scientists and engineers in Albany on December 2.

They told Commissioner Allen and other staff members of the State Education Department that the Nation's science education program was being seriously impeded by the public's feeling that bright mathematics and physics students were "eggheads."

The conference members proposed that an honor program for outstanding science

SERIOUS BUSINESS: Some of the educators, scientists and engineers in conference in Albany with Dr. James E. Allen, Jr., Commissioner of Education, concerning the future of education, especially in the fields of science and mathematics, in New York State, to meet the new challenge to the Nation.

students be established in the schools — something that would provide a status symbol to compete with the letter in athletics.

The proposals also included an effort to identify children gifted in the sciences early in their education — perhaps as early as first grade — and to speed their advancement through the grades.

The conferees suggested that the salaries of science and mathematics teachers in the schools and colleges be increased. This would assist education in competing with industry for the better scientific minds, it was said.

Working conditions of science teachers could be improved, according to another recommendation, if laboratory assistants were provided to handle routine chores.

Other recommendations submitted to Dr. Allen by the group included:

1. **Increasing the number of State scholarships for the study of science and mathematics. There are now 500 awarded each year, paying $500 a year apiece.**
2. **Encouraging colleges to teach remedial reading to science students to help them progress more rapidly through their nonscientific courses.**
3. **Providing State-financed refresher courses that science and mathematics teachers would take on Saturdays.**
4. **Establishing with State support summer courses for science and mathematics teachers, which they would be paid to attend.**

Attending the conference were Dr. Clifford Furnas, chancellor, University of Buffalo; Dr. Solomon C. Hollister, dean, College of Engineering, Cornell University, Ithaca; Dr. John R. Dunning, dean, School of Engineering, Columbia University, New York City; Brother Amandus Leo, dean, School of Engineering, Manhattan College, New York City; Dr. Albert B. F. Duncan, professor of chemistry, University of Rochester; Dr. Dale R. Corson, chairman, Department of Physics, Cornell University, Ithaca; Dr. Daniel M. Lilly, chairman, Department of Biology, St. John's University, New York City.

Also Dr. Samuel Pines, aerodynamicist, Republic Aviation Corporation, Farmingdale; Robert E. Pattison, director of engineering training, International Business Machines Co., New York City; John N. Dyer, Airborne Instruments Laboratory,

Mineola; G. W. Giddings, General Electric Co., Schenectady; Maurice L. Tainter, vice president, Sterling Drug Co. and director of Sterling Winthrop Research Institute, Rensselaer.

Also Lester P. Faneuf, president, Bell Aircraft Corporation, Buffalo; Morris Meister, principal, Bronx High School of Science, New York City; Samuel Namowitz, principal, Elijah D. Clark School, New York City; William Laurence, science editor, *New York Times;* Edward Chapman, librarian, Rensselaer Polytechnic Institute, Troy; Dr. Frank R. Kille, newly appointed Associate Commissioner of Education and presently dean of Carleton College, Northfield, Minnesota; Dr. William S. Carlson, president, State University of New York, Albany, and Dr. C. B. Jolliffe of the RCA Laboratories Division representing David Sarnoff, president, Radio Corporation of America.

School Administrators Make Statement

(*Continued from page 161*)

about are changes in emphasis and not changes in nature.

School assets which include both personnel and facilities are valuable and expensive. Therefore, they should be utilized to the utmost. Pilot programs should be encouraged leading to greater year-around use of schools and their highly trained personnel to the ends of providing educational enrichment, further development of talented students and general stimulation of greater intellectual achievements. Particular attention should be given to plans for increased summer use of educational assets for the development of student talent potential.

The State Education Department is called upon to assist and encourage local study and development programs in instructional methods, content, course organization and in-service education of teachers. Efforts along these lines have been significant but an increased tempo is desirable.

Colleges and universities are called upon to make their laboratories and personnel available to enrich and generally strengthen science instruction in the elementary and secondary schools.

Industry, agriculture and other reservoirs of scientific knowledge similarly are called upon to contribute their especial talents to the improvement of mathematics and science programs in the schools. Their efforts can add to the realism in instruction and the up-to-dateness of subject matter.

Many practices were cited by all the superintendents present indicating that forward strides are being taken in the schools of this State to improve science and mathematics programs. Particularly prominent among the instances quoted were ways in which talented young people are being permitted to move forward at accelerated rates so that within the high school program they cover levels of subject matter beyond that which had formerly been taught in the public schools.

The superintendents attending the meeting called upon the Department to assist in the development of techniques and procedures for earlier identification of the talented young people of the State.

The group unanimously agreed that balance should be retained in all aspects of education. While mathematics and science education are of critical importance they should not be developed at the cost of continued progress in the teaching of the humanities. The participants in the conference agreed that we need to develop leaders in all fields if we are to maintain American values and our democratic way of life.

The group urged a rededication to sound scholarship and improved quality in depth in secondary education. The group looks forward to continued increase in what high school graduates know and can do.

They called upon the young people of the State and their parents to accept responsibility for the hard work necessary for respectable scholarship. They view with approval

the indications that young people today are working harder and with a greater seriousness of purpose.

The participants in the conference have full confidence that the teachers and the other educational leaders in this State will rise to the present problems as they have responded to previous challenges. They are confident that the teachers will do their constructive work with the good will to be expected of all of the people and groups of the State.

Attending the conference were Franklyn S. Barry, superintendent of schools, Cortland; Allan P. Bradley, district superintendent of schools, Bedford Hills; Evan R. Collins, president, State University College for Teachers at Albany; Raymond L. Collins, superintendent of schools, Manhasset; Matthew W. Gaffney, superintendent of schools, North Tarrytown; William L. Gragg, superintendent of schools, Ithaca; Calvin E. Gross, supervising principal, Niskayuna; Martin A. Helfer, superintendent of schools, Binghamton; William Jansen, superintendent of schools, New York City; Carroll F. Johnson, superintendent of schools, White Plains.

Also Joseph Manch, superintendent of schools, Buffalo; Edward J. McCleary, superintendent of schools, East Meadow; John P. McGuire, district superintendent of schools, Huntington; John L. Miller, superintendent of schools, Great Neck; Paul A. Miller, superintendent of schools, Syracuse; Raymond H. Ostrander, superintendent of schools, Mineola; Fred B. Painter, superintendent of schools, Brighton; Cecil L. Rice, superintendent of schools, Westbury; Virgil M. Rogers, dean, Syracuse University; Howard C. Seymour, superintendent of schools, Rochester; Lyndon H. Strough, superintendent of schools, Rome, and E. Grant Venn, superintendent of schools, Corning.

PUPIL PERSONNEL SERVICES have their day of discussion at a meeting of school psychologists and others concerned with these services, at Brubacher Hall, State University College for Teachers at Albany. The meeting was sponsored by the Bureau of Psychological Services of the State Education Department.

Dr. Allen Reports Modern Influences

FOUR POWERFUL INFLUENCES COMPLICATING the administration of education today were discussed by Commissioner Allen in an address before the sixth annual meeting of the New York State Citizens Committee for the Public Schools held in New York City on November 9.

Speaking at a noon meeting in the Hotel Vanderbilt, Dr. Allen first defined the basic issue facing education today as "how to provide the best possible education for all the children and youth of the State," and then outlined the four important factors that influence change in the State's education system.

The first influence, Dr. Allen reported, is "the exploding birth rate with resulting high enrollments. With no prospect for any lowering of the birth rate, expanding enrollments will continue to be a major problem." He cited State attendance figures which show since 1953 there has been a steady 100,000 rise each year in school enrollment.

"Lengthening attendance" was described as the second factor. The Commissioner said, "More people are seeking more education and thus staying in school for a greater number of years. In 1900 only 15 percent of the high school age group was in high school; today this figure has risen to over 80 percent. In 1900 only 4 percent of the college age group was in college; today, 35 to 40 percent is receiving higher education."

"Exploding fields of knowledge" constitute the third influence. The Commissioner explained: "Our schools find themselves faced with the problem of ever-expanding fields of knowledge to be covered. In science, engineering, medicine — indeed in all fields, new discoveries, new attitudes, new developments add constantly to the material which the courses offered in our schools and colleges are expected to cover."

The final influence was defined as "our shrinking world," with Dr. Allen reporting, "Of basic importance in a balanced curriculum is an emphasis on a more adequate knowledge of our world and its peoples. Gone are the days when geography and world history were merely the study of 'Far away places with strange sounding names.' Our schools must extend our knowledge of our shrinking world so that we may have the appreciation and comprehension of the interdependence of all peoples necessary for living as good neighbors."

After reviewing the effect of these pressures on education and the problems plaguing schools today, the Commissioner said these factors "give us some measure of the responsibility which is facing education. . . . We know that money alone cannot bring about better schools. We must find out how to make the wisest use of funds available.

"Economy in our schools does not mean that less money is needed. We all know that far greater expenditures are essential if our schools are to maintain and advance quality. True economy in education is first, the provision of sufficient funds to ensure quality, and second, the careful, prudent use of those funds for those things and in those ways which contribute most to quality."

In concluding his address Commissioner Allen emphasized two steps he believes citizens' committees could take in assisting education. They are the need for gaining the active support of leading, influential citizens and an increasing emphasis on knowing the facts.

In addition he urged the approximately 1,200 local citizens' committees in the State

to develop a program incorporating the following points: first, a continuing emphasis on quality in our schools — insistence on priority for the basic essentials of good education; second, intensified efforts in recruiting good people for teaching; third, spirited defense against unjust criticism of the schools; fourth, increasing support for higher school budgets, stemming from the realization that a much larger share of our income must go into education, and fifth, unremitting efforts to obtain and support good candidates for positions on school boards.

The Committee on Forms and Reports

By
MAURICE A. LOHMAN
Assistant in Research
and
Secretary of Committee on Forms and Reports

THE COMMITTEE ON FORMS AND REports was reactivated by Commissioner Allen in May 1957. This action was taken to obtain the maximum value from information gathered by the Department with the minimum disruption of the school and institutional work schedule.

A certain body of information is basic to Department operation. Another is needed by the schools and institutions for comparative and administrative purposes. The need for coordination in securing this raw information was highlighted by the fact that there were at least 184 separate, different forms used with varying kinds of institutions.

While these forms originated in many different offices of the State Education Department, a great number of them funneled in upon the desks of the principals and superintendents of schools. In reducing the mass and complexity of these forms and encouraging the sharing of the results obtained therefrom among the various bureaus and offices of the Education Department, the committee plans to reduce the demands on the school personnel and increase the utilization of solicited information. Thus, procedures for such ideas as central filing, coordination of dates for mailing and return, development of common definitions of terms and machine processing of results are all areas which have come to the attention of the Forms Committee.

Early in its work, the Forms Committee made the following general recommendations:

1. A wide survey should be made of all data required by the State Education Department and needed data should be coordinated into as few master forms as possible.
2. A central filing of all data in the Department should be set up and an index system created for locating information already on hand.
3. All beginning-of-school forms should go to the schools at one time and in one mailing and requiring one notarization.
4. The same procedure should be followed for the end-of-the-school-year reports.
5. It is realized that supplementary forms will be necessary for particular purposes, but care should be taken to check any proposed new forms against the existing omnibus forms or packages of forms.
6. All bureaus in the Education Department should concur on comparable definitions of terms. These definitions should be printed in a handbook or glossary for the use of schools and all members of the Department.

The Forms Committee in its operation has devoted some of its time to passing on specific forms as they have been brought up. Part of its time it has given to seeking the larger picture so that a constructive, integrating series of steps might be taken. With a charge as broad as that given to the Forms Committee, it was necessary to set up some type of priority in the areas to be looked at in the broad-gage fashion. The Forms Committee has concentrated its initial generalized attention on the matter of information sought from public and nonpublic elementary, secondary and adult education institutions.

A review of forms indicated four categories of information sought in reference to elementary and secondary schools:

1. Administrative and fiscal information
2. Information about teachers both as persons and as implementers of a program
3. Pupil statistics
4. Curriculum descriptions

In order to secure this information in the most expeditious fashion, it is suggested that a basic package be set up containing these seven general or overarching forms:

1. **Annual school system report**
2. **Annual secondary school report**
3. **Forms related to reimbursement, which would include not only claim forms but also forms necessary to provide supporting information**
4. **Budget and enrollment forms**
5. **Teacher information forms dealing with the teacher as a person. (The teacher as a part of a program could be included in a modification of the school program schedule requested in the secondary school report form.)**
6. **School census and attendance records**
7. **Curriculum study forms. (It is suggested that a rotating schedule covering a complete cycle every five years be set up for the study of various curriculum and administrative areas. If the schedule is carefully planned, complete coverage can be obtained without undue burden on any category of respondent in any one year.)**

Meetings have been held with the various assistant commissioners in reference to these recommendations. Study is now in progress on the problems relating to school census. A slight revision in the school budget reports has resulted in the elimination of two other existing forms. Development of a manual listing common definitions of terms is now under way so as to reduce the conflict and duplication in the securing of information. All recurring forms or questionnaires, whether existing, revised or new, are required to be reviewed and passed on by the committee. The Forms Committee has stressed the importance and desirability of sending reports, such as the summarized results of information obtained, promptly back to the people who have provided information.

It is not the aim of the committee to curtail the necessary gathering of information by the State Education Department. It is essential that the Department have current information on many programs and developments so that its leadership and service programs can be directed properly to meeting the complex issues facing education today. It is most important, however, that this information be gathered, processed and reported in the most economical and efficient way while placing a minimum burden on those furnishing the information. It is to this end that the Forms Committee is dedicated.

Former Superintendent Dies

Orlando J. Ives, former superintendent of schools of the first supervisory district of Schoharie County, died November 12, 1957. Graduated from Oneonta State Normal School, he served as principal of schools in Jeffersonville, Palenville, Jefferson, Davenport and Otego until his election as superintendent in 1920. Mr. Ives retired in 1941.

School Calendar Suggested for 1958–59

Guide to School Administrators, Trustees and Others Provides for 194 Days, Including Holidays

THE FOLLOWING SUGGESTED CALENDAR for the school year 1958-59 has been prepared by the Bureau of Statistical Services to assist trustees, boards of education and school administrators in planning a school calendar that will meet the statute requirements and give suitable consideration to local conditions as well.

The suggested calendar provides for 194 days, although school is required by statute to be in session 190 days, inclusive of legal holidays and days spent by teachers at district superintendents' conferences and at meetings of the State Teachers Association.

When a legal holiday falls on Sunday, it is to be observed the following day. Labor Day may be counted only when school has already opened.

A legal holiday occurring after school has opened in September is to be counted as one of the 190 days of session required, provided it is directly preceded or directly followed by a day on which school was regularly in session.

School authorities may decide whether school will be in session on Election Day, Lincoln's Birthday and Washington's Birthday. When school is in session on those days, they cannot be listed also as holidays, since no day is to be counted twice.

SUGGESTED SCHOOL CALENDAR — 1958–59

		No. of School Days during Month of		*Legal Holidays Counted*
September 2	School opens	September	21	
October 13	Columbus Day observed*	October	22	Columbus Day
November 4	Election Day†	November	16	Election Day; Veterans' Day; Thanksgiving Day
November 11	Veterans' Day*			
November 27	Thanksgiving Day*			
November 28	Vacation‡			
December 22–Jan. 2	Christmas holidays‡	December	15	
January 19–22	Regents examinations	January	20	
February 12	Lincoln's Birthday†	February	18	Lincoln's Birthday; Washington's Birthday
February 23	Washington's Birthday observed†			
March 26–31	Easter holidays‡	March	18	
		April	22	
		May	21	
June 12–18	Regents examinations			
June 19	School closes‡	June	15	
			188	6
			194	

* Legal holidays.
† School authorities decide whether school shall be in session on these days.
‡ School authorities determine vacation periods.

For the school year 1958–59 the following school days have been established by the Commissioner of Education as days for religious observance for which pupils may be excused upon the written request of the parent or guardian.

These days are not legal holidays and the register should be kept as on the other days. In computing the average daily attendance for the year, the average attendance of pupils for a similar period just prior to such days shall be used.

Rosh Hashanah	Monday, September 15 Tuesday, September 16
Day of Atonement	Wednesday, September 24
First days of Succoth	Monday, September 29 Tuesday, September 30
Last days of Succoth	Monday, October 6 Tuesday, October 7
Feast of the Immaculate Conception	Monday, December 8
Feast of the Immaculate Conception*	Monday, December 22
Christmas*	Wednesday, January 7
Circumcision*	Wednesday, January 14
Epiphany*	Monday, January 19
Ash Wednesday	Wednesday, February 11
Good Friday	Friday, March 27
First days of Passover	Thursday, April 23 Friday, April 24
Last days of Passover	Wednesday, April 29 Thursday, April 30
Easter Monday†	Monday, May 4
Feast of the Ascension	Thursday, May 7
Shabuoth	Friday, June 12

* Greek Church.
† Russian Church.

Dr. Allen Urges Study of President's Suggestions

COMMISSIONER ALLEN ISSUED THE FOLlowing statement in regard to queries regarding the suggestions in the field of education made by President Eisenhower in his nationwide address November 13.

I believe that suggestions made by President Eisenhower deserve careful consideration and study by educators everywhere. Many of his recommendations follow along patterns and programs already under implementation in the State of New York.

I was particularly interested in the President's recommendations for a nationwide testing program for high school students in view of the long history of our Regents examinations conducted on a statewide basis. In New York State we have sought for many years to evaluate the content and acceptance of instructional programs in our schools.

Guidance and counseling facilities in the schools go hand in hand with the identification of talent and must receive equal attention with educators in their future planning.

Although we will most certainly meet the challenge presented in the fields of science and mathematics we must be sure to maintain a balance in our overall education program as liberal arts may well prove to be equally important.

A Challenging Technical Program

By
WILLIAM N. FENNINGER
Chief, Bureau of Trade and Technical Education

WHETHER WE LIKE IT OR NOT, THE cold war has been transferred to the classrooms of the Nation's schools. Although space flights, Sputniks, missiles and moons which fly and do not fly might have created the new national emergency, the schools appear to be charged with letting it happen. The reported accomplishments of the Russian system of education and the pros and cons of teaching mathematics and science our way have become popular reading, and crash programs, panaceas and sure ways of finding and preparing knee pants scientists and engineers are proposed daily.

Fortunately, specifications for the mathematics and science program of the future appear to be emerging from joint meetings of educators, engineers, scientists and industrialists. Still fragmentary, it looks as if the educators and others are agreeing upon some of the overall dimensions.

What we need according to those most concerned is a program constructed along the lines of a missile. Propelled from our own platform of beliefs rather than the Russians, the first charge should identify and move talented youth to the second and third stages of development which ultimately propels each pupil to his own flying level. Our goal, of course, is to have increasing numbers performing in the outer spaces of creativity; our target, more young people to satisfy our own scientific needs.

Our way suggests all kinds of talents aimed at different target levels, for little is gained if an expertly designed missile topples from its platform because of mechanical, technical and human failures.

In seeking some new and different ways of meeting tomorrow's needs, let's not overlook some of our more successful current programs, for one of the oldest secondary programs is destined to become more popular and meaningful as we seek new ways of challenging the better-than-average youth. Technical education at the high school level was designed and successfully launched in Buffalo over 52 years ago. Courses are currently operating in the high schools of Binghamton, Buffalo, East Meadow, Elmira, Endicott, Floral Park, Jamestown, Lockport, Massena, Nassau County, New York City, Niagara Falls, Poughkeepsie, Rochester, Schenectady, Syracuse, Utica and Yonkers. Other districts including Bellmore, Hicksville, Kingston, Lawrence and Rome are preparing for an early starting date.

While technical high school courses contribute to the accepted secondary goals, the primary objectives are to prepare youth to enter engineering colleges and the laboratories and industries within the State. A glance at any one of the 14 curriculums now enrolling 11,000 pupils suggests reasons why the technical program needs to be extended throughout the State.

All curriculums demand both quality and quantity of work and are designed particularly for pupils with ability in mathematics and science. The minimum for graduation is 19 units in contrast to the usual requirements of 16 units. The major sequence contains at least five units supplemented by English, citizenship education, general science, health and physical education, required of all high school boys and girls. Students are required to take a Regents comprehensive technical five-unit examination in the sequence including shop, laboratory, drawing, design and technology and are required to complete a minimum of three units in mathematics and one unit of physics. In addition to the required

17½ units, each student elects 1½ units which is usually chemistry and an additional half unit of mathematics.

An examination of the syllabuses of technical subjects and the syllabuses and problems in technical mathematics and science will show that these subjects go deeper and are more challenging to the bright pupil than is the case in the usual high school curriculum. In this broad educational program, rich in mathematics and science, the breadth is not achieved at the expense of thoroughness in fundamentals. Rather, the aim is to have the fundamentals of mathematics and science thoroughly mastered by having a closely integrated program in which daily applications give real and vital meaning to instruction.

The effectiveness of the program may be judged from the records established by graduates who have entered some of the leading engineering colleges, laboratories and industries. Pupils have been employed as technicians, draftsmen, testers, chemical analysts, computers, laboratory technicians, inspectors and maintenance technicians, and after some work experience they advanced to such positions as junior designer, stress analyst, tool designer, junior engineer, chemist, foreman and production expediter. Without question, graduates have helped to supply the demand for technicians and aids to the engineers and scientists. The shortage of scientists and engineers has been partially alleviated in this way.

Technical education courses provide excellent preparation for entrance into engineering colleges and the success of most of the graduates has been outstanding. School authorities in Schenectady are proud of the record their graduates have established at Rensselaer Polytechnic Institute for, during the past four years, exactly one-half of the 52 students appearing on the honor roll at the engineering college who come from the tri-cities and surrounding areas were graduates of the technical education program in Mont Pleasant High School and 16 of the 19 graduates of this school who attended the Massachusetts Institute of Technology from 1944 to 1956 were graduates from the technical course. Each student completed his program of college studies with distinction.

Without wearing military-looking uniforms, 11,000 pupils in 20 communities are enrolled in technical education courses of their own choosing. No abandoning of accepted educational values here, for the core of technical education subjects provides the opportunity for education and mastery which is the missing dimension in the usual liberal arts program. Selected pupils with a challenging and attainable goal are guided through a three-year modern functional curriculum by experienced engineer instructors in a climate made real and exciting by well-equipped shops, classrooms and laboratories. Every detail of the program is charged with motivating and challenging forces. Thoroughly tested in the larger communities of the State, the program should be extended to high schools enrolling 1,000 or more students.

Workshop Correction Noted

The workshop for public school administrators in Nassau County will be held February 5 and 6, *not* February 6 and 7 as erroneously reported in the November issue of THE BULLETIN TO THE SCHOOLS. The workshop will be conducted in two different communities, one part to be held in the Seaford High School and the other in one of the Wantagh schools. Superintendents planning to attend should register with Harry W. Gross, superintendent of schools of the second supervisory district, Nassau County, before January 15.

SWIMMING POOL at New Hartford Central School, showing large windows at end.

New Hartford Dedicates Swimming Pool

DR. GEORGE H. GROVER, DIRECTOR OF the Division of Health, Physical Education and Recreation, represented the State Education Department at the dedication ceremonies for the New Hartford Central School swimming pool on November 30.

Robert E. Morris, president of the board of education, dedicated the swimming pool and it was accepted by Ralph Perry, supervising principal, and Raymond B. Benjamin, director of health and physical education.

The program included talks by Charles E. Silvia, director of aquatics at Springfield College, and Mark Randall, coach of swimming at Colgate University. Exhibitions of skills were presented by William A. Yorzyk, Olympic winner and world record holder of the 200-meter butterfly stroke; Michael Wolk, Maccabiah Olympic Games 400-meter freestyle champion; Robert Clotsworthy, Olympic 3-meter diving champion, and the Coquins Synchronized Swimming Club of Glens Falls.

The New Hartford swimming pool is one of the outstanding facilities of this kind in New York State. It is 75 feet long, 42 feet wide and is from 3½ to 11 feet deep. Construction is of reinforced concrete with ceramic tile finish. Equipment includes one three-meter diving tower and two one-meter diving boards. A feature of particular note is the use of glass windows and doors which extend from floor to ceiling at one end of the pool; the doors may be opened during warm weather to allow swimmers the use of an outside patio for sun bathing.

Teachers' Qualifications Are Improving

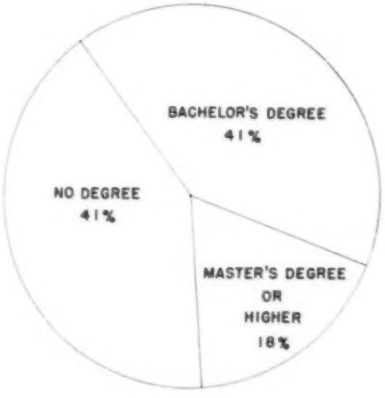
THE EDUCATIONAL QUALIFICATIONS OF New York State teachers continue to improve in spite of the "crash programs" of recruitment of the past several years.

An important, perhaps the most important, educational problem of the years just past has been that of maintaining an adequate number of qualified teachers in the schools. In the decade ending 1956-57 public school enrollments increased by more than half a million pupils. The extreme need for teachers for these added pupils became a prime focus of official and public attention. Teachers' salaries were raised substantially and vigorous recruitment programs were initiated to (1) encourage increased enrollments in teacher-training programs, (2) draw back into the field persons trained in education but not teaching and (3) encourage the graduates of liberal arts colleges to undertake special training programs and enter teaching.

By
EDMUND H. CRANE
Director, Division of Research

In the main, the results of these efforts have been gratifying. In the decade ending 1956-57, the number of teachers in the State increased from 73,700 to 108,000. There are still cases of too large classes but it can truthfully be said there are no classes in the State without a teacher.

With respect to qualifications, also, the picture is encouraging. There has been a growing number of persons teaching without full certification. The great majority of these are graduates of liberal arts colleges who have started but not yet completed the courses in education needed for full certification. In general, however, in spite of the pressure for numbers of teachers, there has been a steady upgrading in the educational background of teachers. This conclusion is drawn from



1946

1956

Level of Education, All Professional Personnel
1946 and 1956

a comparative analysis of two teacher surveys. The first of these provided personal information and information related to the training, experience, job status, salary and future plans of 44,720 upstate teachers in the 1946-47 school year. The second provided similar information on 72,485 upstate teachers 10 years later, in the 1956-57 school year.

The differences in the level of educational attainment of school staffs in the two periods are substantial. Taking all professional personnel into consideration, the differences are as shown in the following chart. In 1946, two out of five of all school personnel had not earned a degree; in 1956, proportionately half as many, or only one out of five, were without degrees. At the other end of the scale, in 1946, less than one of five had a master's or higher degree; in 1956, one in three had attained or exceeded the master's degree.

Classroom teachers make up the bulk of the professional personnel of the school. For this reason, their distribution as to educational attainment is only slightly different from that of total professional personnel. In 1946, 44 percent of classroom teachers had no degree; 40 percent had a bachelor's degree and only 16 percent had attained the master's degree or above. Ten years later, in 1956, only 22 percent of classroom teachers were without a degree and 29 percent had attained or exceeded the level of the master's degree.

Administrators and supervisors improved in their preparation also. In 1946, less than half of administrators and supervisors had earned an advanced degree; in 1956, three-quarters of them had done so.

Other professional workers in schools include counselors and guidance workers, psychologists, school nurses and nurse-teachers, dental hygienists, librarians etc. These positions vary greatly in their educational requirements and lumping them together may be a dubious procedure. The 1946 survey, however, gave no information on the separate titles. Taking them as a group, therefore, we find that, in 1946, more than a third of these non-teaching personnel were without degrees; only one in five had an advanced degree. In 1956, by contrast, only a fourth were without a degree and very nearly half had a master's or higher degree.

In summary, New York schools, in spite of the stringent requirement for sheer numbers, have up to now kept abreast of the need for teachers and at the same time have improved the level of educational attainment of their professional personnel. This is a matter in which professional leaders and the public alike can take great satisfaction. The "crisis" is not over, however. Until very recently the shortage of teachers was largely confined to the elementary schools. The periods of extremely rapid growth in elementary enrollments may be over but elementary schools are still growing. The reservoirs of older persons, trained for but not teaching, are largely gone. More elementary teachers will be needed in the years ahead and the problem of finding them may be more difficult.

The secondary schools are now feeling the brunt of teacher need. What happened in the elementary schools six years ago is now happening in the high schools. To keep the schools adequately staffed will require farsighted and forthright planning and action. And, in the exacting social conditions of our present-day world, the improvement in quality of teachers must not be overlooked.

Building Economies Booklet

Economies in Schoolhouse Construction is the title of a pamphlet prepared by the Empire State Chamber of Commerce to help local chambers of commerce develop money-saving ideas for building schools.

Special Exhibit of Rare Violins

A SPECIAL EXHIBIT OF RARE VIOLINS IS on display in the rotunda of the State Education Building until January 15.

The exhibit commemorates the 100th anniversary of the work of Luigi Tarisio of Milan, Italy, in assembling, restoring and preserving for future generations the priceless instruments made by such Italian masters as Amati, Stradivari and Guarnieri.

A special showing of the exhibit was held December 2 for area music teachers and other interested citizens. During this special exhibit Commissioner George M. Bragalini of the Department of Taxation and Finance and Commissioner Allen presented to representatives of the two State University Teachers Colleges at Potsdam and Fredonia the two violins left to New York State by the late William H. Voorhees of Plattsburgh, previously described in THE BULLETIN TO THE SCHOOLS.

Dr. Ernest Frier, Director of the Division of Secondary Education in the Education Department, and Dr. Joseph Saetveit, New York State supervisor of music education, also participated in the special program.

Two instruments in the rotunda display were lent to the State Education Department by Thomas L. Fawick of Cleveland, Ohio, and Samuel Stein of Slingerlands made available a violin made by Johannes Gagliano of Naples, Italy, in 1805. Dr. Frier is the collector and owner of most of the instruments and materials on display.

Tarisio, who is being honored in the exhibit, lived in the first half of the 19th century and spent much of his life in the search of such instruments and in rescuing them from certain destruction. Most of our famous violinists today own and play instruments saved by Tarisio.

Included in the exhibit is a noteworthy collection of rare, old and modern violins; rare and interesting books on the violin; tools and forms; charts and blueprints used by the violin maker in performance of his craft; a group of bows of various makers; a display of the processes involved in making a violin from the raw wood to the completed instrument. Two cases are devoted to Education Department curricular publications which encourage the playing of violins and other string instruments in the schools of the State.

Library Service Committee Reports

A REVISED STATE AID FORMULA FOR libraries in New York State, appointment of an Associate Commissioner to supervise the State's library activities, increased number of trained library personnel and establishment of library systems to provide a widely diversified collection of books and other material essential to community needs were among the recommendations included in the report of the Commissioner of Education's Committee on Public Library Services made public in November by Commissioner Allen.

In the spring of 1956 Dr. Allen named this committee, headed by Justice Francis Bergan of Albany, and including 20 other outstanding citizens of New York State, "to review the present status of public library service in New York State, to analyze and to evaluate the recent prog-

ress made and to make recommendations to continue the improvement and extension of library service to the people of the State."

The committee first met on June 12, 1956, and divided itself into four subcommittees including a fact-finding committee with Francis R. St. John of Brooklyn as chairman, a committee on recommendations headed by Richard Lawrence, Jr. of Elizabethtown, a committee on public relations with John B. Johnson of Watertown as chairman and a coordinating committee with Harold S. Hacker of Rochester as chairman. Mr. Hacker was also vice chairman of the main committee.

The committee sought to find out how the present State aid law has worked in communities where advantage has been taken of its provisions; why more communities have not taken advantage of these provisions and whether the obstacles were defects in the scheme of the State or the product of special local conditions.

The present program was authorized by legislation passed in 1950. Until that year no real State incentive for local support of library service existed, aside from the Watertown Regional Library Center which has been recently established and was in the nature of a pilot study for a special type of service. The 1950 legislation was a result of a plan recommended by the Governor's Committee on Library Aid of 1949.

In receiving the report from Justice Bergan's committee, Dr. Allen praised the group for its thorough work and for devotion to the very important role library service plays in the educational system of the State. The Commissioner directed the report be printed for distribution and study and that it be referred to the Board of Regents for consideration and guidance.

DR. CHARLES F. GOSNELL, State Librarian and Assistant Commissioner for Libraries, points out a poster of the new demonstration bookmobile which will be used for exhibit purposes throughout the State. With him are members of the consultant staff of the expanded field services sections and John G. Lorenz (third from right), Assistant Director, Library Services Branch, U. S. Office of Education. An expanded program to rural libraries has been made possible through a grant to the State under the Federal Library Services Act.

Educational TV Charter Amended

To assure continuation of the educational television service provided in the Capitol District by the Mohawk-Hudson Council on Educational Television, Inc., the Board of Regents at its November meeting amended the charter of the corporation authorizing it to operate a television or radio station. Educational television programs previously presented by the council have been conducted over commercial stations in the Albany-Troy-Schenectady area, necessarily limiting the number of programs to time allotted by the respective television stations.

With the decision of the Federal Communications Commission in September 1957 to change all UHF stations to VHF in the tri-city area, the request of the Mohawk-Hudson Council on Educational Television to retain UHF channels 35 and 41 for educational noncommercial use was also granted. Plans are now in progress to begin educational telecasting on channel 35.

By operating its own television facilities the council believes that greater use can be made of courses offered by the universities and colleges of the State. It is expected that individuals will take advantage of fully accredited courses offered over open-circuit television and in some measure alleviate demands for educational facilities which now exist.

Educational programs presented by the Mohawk-Hudson Council on Educational Television have been well received by viewers. Since its inception in 1953 the corporation has presented more than 1,664 programs and more than 6,000 persons have appeared on these programs. Surveys indicate a daily viewing audience of 40,000 adults in the home and 15,000 school children. The council has received nationwide recognition as a pioneer in educational television and its activities have been given favorable notice in *McCall's*, *Life* and other national publications.

The Regents took a number of other charter actions relating to educational institutions at its meeting November 22.

The charter of Hartwick College, Oneonta, was amended, authorizing the college to confer the honorary degree of doctor of letters (Litt. D.) in addition to a number of degrees in course and the honorary degrees of doctor of science and doctor of humane letters presently authorized.

The provisional charter of Baptist Bible Seminary, Inc., Johnson City, was made absolute.

The provisional charter of Mercy Junior College, Tarrytown, was amended by deleting the word "Junior" from the corporate name and the charter was extended for a period of three years.

The Regents approved the extension of the provisional charters of Irondequoit Library and Penfield Free Library, each for a period of five years.

The provisional charter of Bell Park Nursery School, Inc., Queens Village, was extended for five years.

A provisional charter valid for five years was granted to Institute for Mediterranean Affairs, New York City, to promote objective nonpartisan study of underlying problems of the Mediterranean peoples, particularly the Eastern Mediterranean area.

Appointments, Reappointments Made

THE BOARD OF REGENTS AT ITS MEETING November 22 made a number of appointments and reappointments to State boards, councils and committees.

Donald J. Mitchell, Herkimer, was appointed to the State Board of Examiners in Optometry to fill the unexpired term ending July 31, 1960, of Charles E. Cox, Schenectady, who has resigned.

Lester B. Foreman, Pittsford, and T. Gerald Mulqueen, Cohoes, were reappointed to the State Examinations Board each for a term of five years beginning January 1, 1958.

Rev. Edward F. Clark, New York, was appointed to the State Examinations Board for a term of five years beginning January 1, 1958, to succeed Rev. Laurence J. McGinley, New York.

Joseph Manch, Buffalo, was appointed to the School Census and Attendance Advisory Council to fill the unexpired term ending September 30, 1959, of Carlyle Ring, Jamestown, who has resigned.

Winifred McMahon, Brooklyn, was appointed to the Regents Examination Question Committee in Business Education to fill the vacancy caused by the resignation of Mrs. Mary Reed, New York.

Regents Petition for TV Channel 13

THE BOARD OF REGENTS HAS FILED A PETITION with the Federal Communications Commission in Washington, asking that Television Channel 13 be set aside as a noncommercial channel and assigned to the Board of Regents for educational use in the New York City area.

Acting for the Board of Regents, Jacob L. Holtzmann of New York City, chairman of the Regents Committee on Television for Education, reviewed the continued interest in educational television by the Regents, including their applying for and receiving construction permits for UHF stations in Albany, Binghamton, Buffalo, Ithaca, New York City, Rochester and Syracuse with an application for a station at Utica still pending. None are operational at the present time.

The Regents petition pointed out that experimentation and observation carried out by the Board of Regents and the State Education Department throughout the State and in New York City by the Metropolitan Education Television Association confirm the experience in other metropolitan areas of the country that television is becoming each day more important to education in the larger communities with respect to children and adults alike.

Elementary Group To Meet

For reservations for the annual meeting of the National Council of State Consultants in Elementary Education in Seattle, February 27 to March 1, write to Warren Anderson, executive assistant manager, Hotel Benjamin Franklin, Seattle, Wash. A copy of the reservation request should be sent to Walter O. Shold, supervisor of elementary education, State Department of Education, Salem, Oreg.

HONORARY DEGREE of doctor of pedagogy was awarded to Chancellor John F. Brosnan at St. Bonaventure University on November 11. Left to right, the Very Reverend Brian Lhota, OFM, president of the university; Chancellor Brosnan, of the Board of Regents; the Reverend Fidelis O'Rourke, OFM, dean of the Business School, and the Reverend Cornelius Welch, OFM, dean of the university. Chancellor Brosnan, at the banquet during the university's education symposium, urged businessmen to form a partnership with universities in the cause of educating American youth.

Bond Issues Approved

The Board of Regents acted favorably at its meeting November 22 on two bond issues totaling $9,173,523 for purchasing a school site and constructing and equipping new schools.

According to the Local Finance Law, the Regents must approve propositions for bond issues for school improvements in districts where the cost would bring the bonded indebtedness above 10 percent of the district's real property value.

The issues approved include:

Union Free School District No. 12, Town of Islip, Suffolk County (Brentwood), an issue of $35,000 to purchase school site; an issue of $2,177,000 to construct and equip a junior high school; an issue of $2,465,600 to construct and equip two elementary schools; total, $4,677,600

Union Free School District No. 21, Town of Oyster Bay, Nassau County (Bethpage), an issue of $4,495,923 to construct and equip a high school building

Honor Former Vice Chancellor

The Board of Regents in November voted a resolution of tribute to former Vice Chancellor William Leland Thompson of Troy, who died October 12, 1957. He had been a member of the Board for 24 years and never missed a meeting during this entire period.

The late Vice Chancellor began his service on the Board of Regents in 1927 and continued until 1951, when he became ineligible for reelection.

Department Staff Changes

Recent staff changes in the State Education Department include:

ERBERT F. CICENIA received a permanent appointment as associate in education of the handicapped effective November 21.

MERIT AWARD certificate presented at San Diego, Calif., to Angelica W. Cass, associate in adult education, by Loy LaSalle, past president of the National Association of Public School Adult Educators and chairman of the awards committee. Looking on are Ralph Crow, past president, and Robert Luke, executive secretary of NAPSAE.

National Group Honors Angelica Cass

ANGELICA W. CASS, ASSOCIATE IN AMERICANIZATION and adult elementary education, received one of the three National Merit Awards presented annually by the National Association of Public School Adult Educators to outstanding people in the field.

The award was presented at the NAPSAE conference luncheon at San Diego, Calif., in November by Loy LaSalle, chairman of the Awards Committee, and reads as follows:

Few people have worked as tirelessly for the National Association of Public School Adult Educators since its beginning as has Angelica W. Cass. She is a former member of the board of directors and during the past three years has served with distinction as chairman of the NAPSAE publications committee.

She has written several books, including *Adult Elementary Education, How We Live, Your Family and Your Job* and others. She has authored articles in our NAPSAE and AEA publications on numerous occasions.

Both personally and professionally, she is eminently qualified for one of our awards. Above and beyond the specific services which she has rendered NAPSAE, she is constantly working to help individuals in the field of adult education in whatever ways she can. It is a distinct pleasure to present this NAPSAE award to one who merits it so well.

Others attending the San Diego conferences of the National Association of Public School Adult Educators and the Adult Education Association of the U. S. A. from the State Education Department were Dr. Edwin R. Van Kleeck, Assistant Commissioner for Pupil Personnel Services and Adult Education, and Alfred T. Houghton, associate in adult education. Dr. Van Kleeck and Mr. Houghton are New York State representatives to the Delegate Assembly of AEA.

Balanced Adult Education Plans Stressed

By
PRESCO ANDERSON
Associate in Adult Education

THE URGENT NEED FOR CONDUCTING BALanced adult education programs was stressed at the Bureau of Adult Education's fall series of seven regional conferences. Such balanced programs, it was pointed out, would not only help adults earn a better living but also assist them to become better citizens and enrich their daily living. With these objectives in mind, the Bureau invited four leading nonprofit educational organizations to discuss their latest study-discussion programs in civic and liberal education for adults at the regional conferences. The four organizations are the American Foundation for Political Education, Foreign Policy Association, The Fund for Adult Education and The Great Books Foundation.

The programs of all four organizations provide for study and discussion of vital problems of the day and for lay leadership to conduct discussions. The four groups also offer low-cost especially prepared study materials. Representatives of each organization explained how their group's program could be adapted for use in local adult education programs.

The American Foundation for Political Education explained how its already prepared case studies can be used by local groups to analyze American problems. Using a case study on desegregation in the public schools, its representative demonstrated the case study discussion technique.

Sessions conducted by The Fund for Adult Education on the "You and Your Community" program used a filmstrip and a recording especially prepared for study-discussion groups.

Conference sessions on "Great Decisions — 1958," conducted by the Foreign Policy Association, demonstrated the use of newspaper-size, illustrated fact sheets in studying democracy's important problems. Opinion ballots were also supplied to conferees for each issue studied.

The Great Books Foundation presented its "Great Issues in Education" program. It illustrated this program with a number of printed pamphlets which present varied and contrasting viewpoints on educational issues.

As a followup of conference discussions, organizational representatives as well as

PARTICIPANTS in a symposium on four liberal adult education programs: Robert Wiener, Foreign Policy Association; William Trainor, Jr., American Foundation for Political Education; John Dority, Bureau of Adult Education; Grant Horne, Great Books Foundation, and Paul Durrie, Fund for Adult Education.

Bureau members will assist in developing these and related programs by working with local directors and members of their adult education advisory committees. At several locations in the State, prospective leaders for these programs in the public schools will receive inservice training.

Dinner sessions of the regional conferences were addressed by Robert J. Blakely, vice president, The Fund for Adult Education. Mr. Blakely is described as one of the country's outstanding proponents of liberal education for adults. He called for a balanced program of adult education to insure increased understanding of critical international problems.

Participating in conference sessions were 340 directors of adult education, 30 other schoolmen and 125 members of local adult education advisory committees.

Growth in Adult Education Studied

By
JOHN H. THATCHER
Supervisor of Adult Education

ADULT EDUCATION IN THE PUBLIC schools of New York State showed considerable growth during the school year 1956–57, especially in suburban villages and in central school districts. This change is probably due to the continued growth of suburban areas and to the increase in school centralization.

Total figures, including New York City, for 1956–57 showed 29,300 classes and 861,000 registrations in 629 school districts. These figures compare with 26,000 classes and 809,000 registrations in 618 school districts for the previous year.

The largest number of periods of instruction was in the general academic field, both elementary and secondary levels — 483,000. The second largest program was

in general vocational and business education — 403,000 periods of instruction. Third was the various arts and crafts, music and drama — 365,000 periods. Fourth was health and safety education — 349,000 periods.

The largest number of class registrations was in home and family life education, including parent education — 206,000 registrations. The second largest enrollment was in civic education — 136,000. The third largest was in health and safety education — 134,000. Fourth was in general academic, elementary and secondary education — 131,000.

The increase in civic education registrations is accounted for by the Bureau of Adult Education's emphasis upon civil defense meetings on radioactive fallout. More than 50,000 persons were registered in single meetings on this topic during the school year 1956–57.

TV Programs Explain State Government

THE EDUCATIONAL TELEVISION SERIES, *Meet Your New York State Government*, presented by schools of the Albany area with the cooperation of the State Education Department through the facilities of the Mohawk-Hudson Council on Educational Television over WRGB, Channel 6, Schenectady, will continue with the second portion of its programs for inschool viewing on Tuesday, January 7, at 9:30 a. m.

In this program Commissioner Allen will join Mrs. Jeanne Schwarz, citizenship education teacher in the Galway Central School, in explaining the organization of the Education Department and its work in administering the State's educational system.

Other programs in the series will be on "The Legislature," on January 14, presented by Ruth Hurr, Columbia High School, East Greenbush, and "The Judiciary," on January 21, prepared by Bernard F. Welch, Colonie Central School. On that day Francis E. Bergan, Justice of the Appellate Division of the State Supreme Court, will supply firsthand comments on the State's judicial organization.

The series concludes on January 28 with a presentation by Mrs. Anna Mae Conroy, of Central Park Junior High School, Schenectady, on "Student Government." This final program will demonstrate school experiences in preparing for responsible citizenship.

William G. Tyrrell, historian in the Division of Archives and History, is coordinator of the series that is being presented with the assistance of Mildred F. McChesney, supervisor of citizenship education in the Department.

New College Presidents

Appointments of presidents of two new community colleges was announced in November by the trustees of the State University of New York. Dr. Morris Meister, principal of Bronx High School of Science since 1938, was named to head Bronx Community College and Dr. William Lee Perry, vice president of Pacific University, was selected as president of the Corning Community College, scheduled to open in the fall of 1958.

Vision Conservation Program - Part II

(Continued from last month)

By
JANE A. MACCALLUM
Assistant in Vision Conservation

THE SCHOOL HEALTH SERVICE PROGRAM in this State encompasses more than the mere discovery and correction of defects. Its most important function is to provide broad educational and preventive health measures for all pupils through individual counseling. To accomplish this, cooperation and coordination of function of other pupil personnel service staff members and other school personnel are vitally involved and necessary.

Indeed, a great many members of the school staff must be concerned with visual health. The classroom teacher has a role to play in discovery by being aware of indications of visual impairments and also through a need for sensitivity to and understanding of the effects of such impairments on classroom adjustment and progress. The school psychologist in his endeavor to appraise the individual child in terms of his total well-being or the lack of it, together with his special education in personal adjustment needs, certainly needs to know of any special problems of visual impairment that may be related thereto. The guidance counselor needs to know all pertinent facts about the counselee, including his state of visual health. Because nonattendance and truancy frequently are so closely related to failure, retardation and maladjustment in school, the modern professionalized attendance teacher needs to be sensitive to and understanding of visual impairments.

The school nurse-teacher is usually responsible for the vision-testing program but, since some eye defects manifest themselves by untoward mannerisms while doing close work, the cooperation of the classroom teacher and others is essential in singling out for further study and attention those children who may have an eye defect.

In addition to observing the children under her charge for signs of eye difficulties, the teacher is often of help to the school nurse in health education programs with parents and children in order to secure the needed medical followup and correction of defects.

Of prime importance in the conservation of vision is the maintenance of good general health. The eye, being composed of living tissue, may be affected by any disease that affects the circulatory, glandular, nervous or digestive system. The school child is taught that the rules for general health are the rules for eye health.

School lighting is an important aspect in the conservation of vision of school children. The standards for schoolroom lighting, set by the Commissioner of Education, require that schools maintain an illumination of at least 20 foot-candles in regular classrooms. Slightly higher levels are needed in sewing and mechanical drawing rooms and in schoolrooms for children who are handicapped by poor vision. The quality of illumination in schoolrooms is of importance for visual comfort and efficiency. Conflicts in the intensity of light and glare from shiny surfaces may contribute to eye discomfort and fatigue. We will have reached what is thought to be best in lighting when the level of illumination in schoolrooms is high enough to bring

out sharp contrast at the critical point of seeing and uniform enough so that all shadows are eliminated.

The proper selection and placement of classroom furniture is essential to the well-being and efficiency of the school child. The natural gaze for reading or other close work is obliquely downward and forward; therefore, classroom seats and desks are selected to be comfortable and to encourage correct posture for all close work. Individual attention is given to each child in order to be sure that his desk and seat are the proper size so that there is an even distribution of weight over a large area without pressure at specific points.

Schoolroom furniture currently in use in many schools is of a light-colored dull finish, thus eliminating glare and sharp contrasts. All classroom seats and desks should be arranged so that each child can look off at a distance of 20 feet or more occasionally. Changing the gaze from distance to near and then to the distance again relaxes the muscles and provides for needed rests for the eyes.

(To be concluded in the February issue of THE BULLETIN TO THE SCHOOLS)

Admiral Leary Dies

Vice Admiral Herbert Fairfax Leary, 72, former superintendent of the New York State Maritime Academy at Fort Schuyler, now the State University Maritime College, died December 3, 1957, at Newport, R. I.

He had retired in 1945 from a long career in the United States Navy, his final post being commander of the Eastern Sea Frontier. He became head of the maritime academy at that time and remained until 1950.

Physical Education Meeting

Approximately 40 persons attended the annual two-day conference of directors of health, physical education and recreation in the 19 New York State colleges and universities preparing personnel in these programs, and personnel of the Division of Health, Physical Education and Recreation, State Education Department, on November 19–20 in the State Education Building, Albany.

Other Education Department personnel attending included: Dr. Warren W. Knox, Assistant Commissioner for Instructional Services (General Education); Dr. Elbert K. Fretwell, Jr., Assistant Commissioner for Higher Education; Dr. William Viall, Chief, Bureau of Teacher Education and Certification; Dr. Edward S. Mooney, Jr., associate in teacher education, and Dr. William J. Nelligan, associate in teacher certification.

Special guests were Dr. Ellis H. Champlin, director of health and physical education, and Dr. Clayton Shay, director of graduate studies, both of Springfield College.

The purpose of this conference was to receive and discuss the reports of five special committees which have been working during the past year on matters pertaining to recruitment, certification and programs. Caswell M. Miles, Chief of the Bureau of Physical Education, led a discussion on the new New York State Physical Fitness Test. Dr. George H. Grover, Director of the Division of Health, Physical Education and Recreation, presided.

Change School Name

The Board of Regents at its November meeting approved the change of name of Rome Junior High School, Rome, to George R. Staley Junior High School.

Teaching Unit on Exploring Space

EXPLORING SPACE is the title of a new publication released in November by the State Education Department for use by high school science teachers.

In announcing this timely publication, Commissioner Allen pointed out that this resource unit was planned as one of several such units as early as 1952 and was prepared during the summer of 1956. Its appearance at this time was planned to coincide with the International Geophysical Year when interest in rockets, missiles, satellites and space exploration would be high.

Dr. Allen stated that the events of recent weeks since Sputnik I was launched have focused attention on the need for improving the quality of instruction not only in science and mathematics but in other basic academic subjects as well. He indicated that this publication provides concrete suggestions to science teachers for activities that can be used to enrich their teaching and to capitalize on the great interest in this area. The unit will be useful to teachers of physics, earth science and physical science.

The resource unit *Exploring Space* contains 92 activities that science teachers can use in the classroom to explain some of the scientific principles involved. The unit is divided into three main sections — The Earth's Atmosphere, Exploring Space from the Earth and Exploring Outer Space. In this unit no effort is made to identify the traditional subject matter areas such as chemistry and physics. While certain specific understandings are developed in each of the three major topics, the emphasis is placed on the more general goals. Among these are:

- To gain an appreciation of the earth's place in the universe
- To learn certain basic relationships which exist between forces and objects
- To become familiar with some factual aspects of astronomy
- To arrive at an informed evaluation of publicized schemes for space exploration
- To learn how man can use instruments to extend his own perceptions
- To gain an understanding of the methods used by scientists in attacking current problems
- To develop an appreciation of the way new knowledge grows from existing knowledge
- To give students an opportunity to develop a healthy avocational interest
- To give students an incentive to read

The activities are preceded by a preteaching checklist to be used to find out what pupils already know about the characteristics of space and the methods proposed for exploring it. The answers to the questions are not indicated and it is interesting to note that the answers to a few have changed since the material was written.

The experiments, demonstrations and other activities will help pupils understand problems such as the need for step or multistage rockets, the nature of trajectories and orbits, the reason why some rockets are launched at high altitudes from balloon-supported platforms, why gyroscopes are used in automatic control devices and the nature of what we call "weightlessness."

This unit was prepared under the direction of Hugh B. Templeton, State supervisor of science education, and his staff. The first draft was prepared by Thomas D. Miner, Garden City High School, who has taught a similar course. The final copy was prepared by Gordon E. Van Hooft, Chief, Bureau of Secondary Curriculum Development, and George K. Stone, former Chief of the Bureau.

Citizenship Education Symposium Held

THE FOURTH ANNUAL SYMPOSIUM IN citizenship education will be held in Ithaca on May 4 and 5, jointly sponsored by the State Education Department and Cornell University. The theme, "Our Agricultural and Industrial Society," will be developed by writers, teachers and other specialists in those fields. Attendance is restricted to about 250 citizenship education teachers nominated by selected school administrators.

Among the speakers will be Governor Averell Harriman; Clinton Rossiter, authority on American Government; Regent T. Norman Hurd; Dr. M. P. Catherwood, dean of the School of Industrial and Labor Relations, and Dutton Peterson, State senator and member of the Senate Education Committee.

Discussion leaders will be members of the staff in citizenship education of the State Education Department. Opportunity will be afforded for asking questions and for open discussion. From registration on Sunday at 3 o'clock until the closing of the last session on Monday at 4 o'clock, the symposium will present teachers with many learning opportunities.

Registration for this conference will begin in the early spring. However, any administrator who expresses interest before this in sending teachers as participants may register early by writing to the supervisor of citizenship education, Mildred F. McChesney, State Education Department, Albany.

Federation Holds Rally

The Empire State Federation of Teachers will hold its legislative rally in Albany on February 12.

Aid to Math, Science Teachers

Shell Companies Foundation, Inc. will offer fellowships for special study next summer to 100 high school teachers of physics, chemistry and mathematics.

Half the fellowship teachers attend full summer sessions at Stanford University and half go to Cornell University. Applications for the fellowships close February 1.

Fellowship teachers receive allowances for travel, tuition, living expenses and $500 in cash to offset the loss of other summer earnings. Teachers attend lectures and laboratory sessions, hold group discussions with scientists and visit nearby research installations.

Requests for fellowship applications should be sent directly to the two universities. Teachers east of the Mississippi should write the School of Education, Cornell University, Ithaca.

Mathematics, physics and chemistry teachers in the United States and Canada with five years' experience and known leadership ability are eligible.

MANMADE DIAMONDS become part of an exhibit at the State Museum. Here J. R. Morgan, exhibits specialist of General Electric Company, presents the plaque containing a crystal of first production to Dr. William N. Fenton, Assistant Commissioner for State Museum and Science Service. Behind Dr. Fenton is part of the graphic exhibit, including at the right models of carbon crystals.

Manmade Diamonds on Exhibition

THE NEW YORK STATE MUSEUM OPENED a new and large exhibit featuring the story of real and synthetic diamonds on November 27.

One of the features is a plaque containing some of the first diamonds made by man in the General Electric Research Laboratory in Schenectady which was presented to the State Museum. Dr. A. L. Marshall, manager of the Chemistry Research Department at the Research Laboratory, presented the stones to Commissioner Allen.

Following the presentation, the cluster was installed in the large exhibit at the State Museum, which was then opened to the public. The display tells the story of the diamond — what it is, how it is formed and where it occurs. Another section of the exhibit explains how, after more than a century of experimentation, a team of General Electric scientists suc-

YOUNG AMERICA learns about manmade diamonds at the New York State Museum from Dr. Fenton and from a representative of General Electric Company.

ceeded in working out a method of making diamonds in commercial quantities.

The exhibit includes large photos of the huge press in which manmade diamonds are produced and of a miner working with a pneumatic drill in a South African mine. It has models of molecules and of the Cullinan diamond — largest ever found — with some of the gems which were cut from the rough stone. Some of these gems, the "Stars of Africa," are in the British crown and scepter. The diamond models were loaned by the South African Information Service.

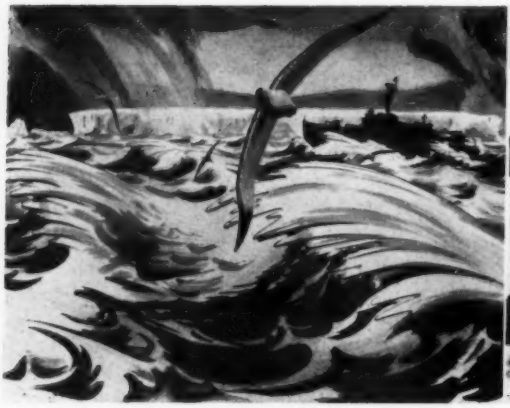
The exhibit, which is open free to the public from 9 a. m. to 5 p. m. Monday through Saturday, was designed by Theodore P. Weyhe of the State Museum Staff and was constructed jointly by General Electric Company and the Museum. Victor H. Cahalane, Assistant Director of the State Museum, planned the exhibit.

States' Testing Directors Confer at Princeton

The seventh annual conference of Directors of State Testing Programs was held in Princeton, N. J., in November.

Conference members, representing State testing programs in all parts of the country, and foreign representation from Canada and Japan, heard developments in the National Merit Scholarship Program and college scholarship service and the New York State Regents Scholarship Program.

The conference program, of which Peter P. Muirhead, Chief of the Bureau of Examinations and Testing, State Education Department, was chairman, also included panel discussion on making testing data more meaningful to the schools.



EIGHTEEN PAINTINGS of the Antarctic by Commander Standish Backus, Jr., United States Naval Reserve, are being exhibited in the State Museum at Albany from January 15 through March 15. These Official Navy Paintings are mostly water colors and depict icefloes, whales, penguins, seals and birds of the Antarctic. Upper left, albatross, with 11-foot wingspread, patrols air over seas as U. S. S. "Glacier" voyages near coast. Upper right, female elephant seal is subject of "rhubarb" among male judges of her beauty. Lower, Adelie penguins cavort in icefloe near McMurdo Sound.

Publisher Gannett's Death Loss to Education

The death of Frank E. Gannett on December 2, 1957, deprives education of a strong supporter. He had, through the group of 22 newspapers in New York State and elsewhere which he brought together in the course of his publishing career, done much to promote an interest in improving the scope and effect of education.

Starting from small beginnings as a newsboy in the field of journalism, Mr. Gannett, after finishing his college education at Cornell University, with energy and vision and business acumen built a strong group of newspapers and eventually acquired interests in radio and television stations.

His most recent contribution to education is the medical clinic he gave to Cornell University. This was dedicated last fall, just in time to prove a great boon to the students during the Asiatic flu epidemic. Another of his contributions had been the continuing one of creating scholarships for newsboys who served his newspapers.

Among his survivors is his widow, Regent Caroline Werner Gannett.

Braille Reading System Explained

By
ANTHONY J. PELONE
Chief, Bureau for Handicapped Children

UPON LEAVING A TRAIN IN ANY OF Tokyo's railroad stations, an American looks for a sign to determine his exact location. The sign is there but thereon he sees two representations, one in Kanji characters or ideograms for the Japanese and the other in English for Occidentals. In a Japanese newspaper, much of the reading matter is so arranged that the reader of Japanese must read the characters from top to bottom in columns and from right to left.

Here in New York State, and in other parts of the country, we see with increasing frequency in our schools children who use a system of reading and writing which, like the Kanji characters, represent a radical departure from the system most of us learned. It is used by our children who do not see and is referred to as the braille system of reading and writing. A unique characteristic involved in writing braille, is that when using a hand slate, the individual writes from right to left and each braille symbol is written in reverse. Another difference is that braille is not ordinarily read with the eyes but by using one's fingers. Consequently, the sight of a child's fingers gliding across a page of raised dots and resorting to the use of other tangible apparatus to help compensate for his lack of vision is becoming a more frequent occurrence in classrooms throughout the State.

Since reading and writing assume major importance for communication purposes, many of us are intrigued by the devices used by the blind child in reading and writing braille. Further, numerous questions have been raised which highlight the curiosity and interest of school personnel in the braille system of reading and writing. In an attempt to satisfy this interest insofar as it affects regular school provisions for blind children, a brief explanation of the braille system is set forth below. Thus, as we face this challenge of working with these children, some insight and understanding of braille will enable us better to contribute to their achievement and growth as outcomes of their satisfactory integration among our seeing boys and girls.

Blind children are taught the braille system of reading and writing which was perfected by Louis Braille in 1829. Braille is a system of raised dots with characters formed by using one or more dots from the following arrangement:

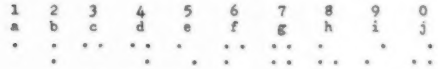
1 . . 4
2 . . 5
3 . . 6

This arrangement is referred to as a braille cell. Each dot in the cell is numbered from 1 to 6 and is known by its number. By means of various combinations of these six dots the child is able to write the equivalent of any inkprint character. Some expressions, however, require the use of portions of two cells in combination.

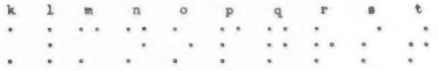
Standard English braille consists of two grades: braille grade 1 and braille grade 2. Braille grade 1 consists of the letters of the alphabet, punctuation and numbers. However, because of the size of braille letters and the fact they require so much space on writing paper, many words written in

braille are contracted and abbreviated. These make up a part of Standard English braille grade 2 which includes all of braille grade 1, plus 185 contractions and short-form words. No attempt will be made here to explain fully the braille system. However, to provide insight into some of the problems braille presents to the child, a few comments and explanations are given.

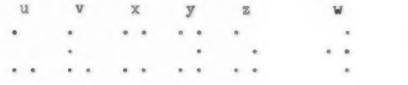
Outlined below is the alphabet, with each letter expressed by its equivalent in braille. The letters *a* through *j* also represent the numerals *1* through *0* when preceded by the numeral sign. Note that there is a definite pattern in the representation of these braille symbols in that the first 10 letters are composed of the four upper dots, that is, dots 1, 2, 4, 5, and use lines 1 and 2 only of the braille cell.



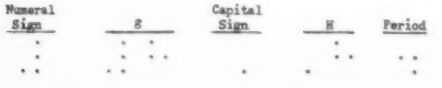
The second 10 letters are formed by simply adding dot 3 on line 3 to each of the first 10 letters.



By adding dot 6 on line 3 to letters *k* through *o*, the letters *u* through *z*, not including *w*, are formed. Since the letter *w* is not a part of the French alphabet, Louis Braille did not use it and therefore *w* had to be added to Standard English braille.

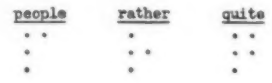


The numerals and capital signs with examples and the period sign follow:

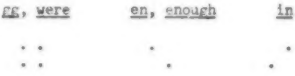


And now a few comments concerning Braille contractions and abbreviations. A *contraction* is a sign used to express a sequence of two or more letters. Contractions may consist of one or more cells and may represent part words or whole words. Several examples are shown below:

The following examples are whole word contractions and are represented by their initial letters expressed in grade 1.



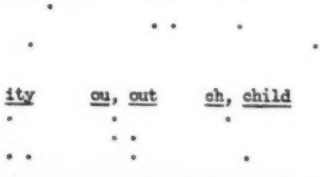
The symbols below represent letter combinations as well as words, similar to letters *g*, *e* and *i*, but lines 2 and 3 only of the braille cell are used.



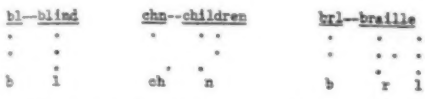
The braille symbol in each instance below is not a letter of the alphabet and has no relationship to the letter content of the word as in the first three examples cited above.

Note that these expressions use parts of two braille cells.

The following signs represent part words and a few represent whole or part words.

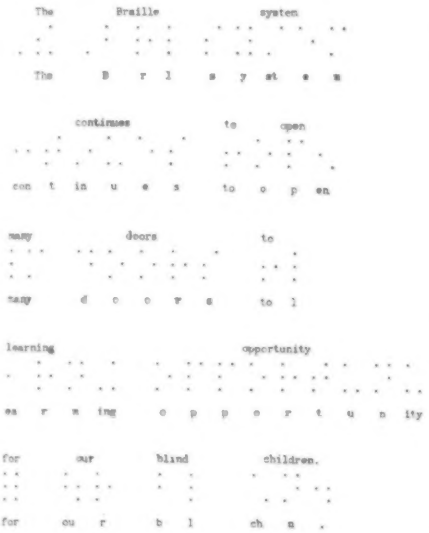


Short-form words are written as abbreviations and are represented by their characteristic letters such as the following examples:



There are 73 of these short-form words. All contractions and short-form words must be memorized. Several word signs are used close to the word that follows without the usual space between words.

A complete sentence in braille follows:


The Braille syston
The B r l s y st e m
continues to open
con t in u e s to o p en
many doors to
many d o o r s to l
learning opportunity
ea r n ing o p p o r t u n ity
for our blind children.
for ou r b l ch n .

After examining the above material, which represents only a few of the many braille characters, it is apparent that the blind child faces a very difficult task in learning to read and write braille and to do it accurately and proficiently. It is reported that the average speed of braille reading following appropriate instruction approximates 100 words a minute, though a number of blind individuals have claimed to double this record. It is reported also that practiced silent reading with the eyes may cover 500 words. Thus one is able to make a rough comparison of the two approaches to reading. However, one must consider that the blind individual's tactual sense is a determining factor in achieving any degree of reading speed. Poor tactual sense can be a considerable handicap in braille reading.

The question naturally arises as to how the regular class teacher can help the child with his reading if she does not understand braille. In the early primary grades, the braille material which the blind pupil uses can be prepared so that each brailled word has its inkprint letters printed beneath it. This enables the classroom teacher to direct the blind student's reading in much the same way he does for seeing children. The special teacher providing supplementary instructional assistance to the blind child arranges to have this interlining done so the child has the equivalent inkprint text before him. In reproducing preprimers and primers it is possible to set up material in braille with the words in braille at the same place as the inkprint equivalents. Books used at later grade levels have the page numbers in inkprint at the top of each braille page to show the inkprint page to which it corresponds. Thus the teacher is better able to locate material and help the child find his place.

What is the blind child's approach to writing? Use of the braille slate and stylus is the traditional device for writing braille by hand. All slates include a metal frame or guide about 11 inches wide and about $1\frac{3}{4}$ inches tall. It is hinged at the left so that paper may be placed between the top and bottom of the guide. The type of guide used most frequently has four rows of cells so that the guide must be moved downward after the child has written four lines. Some guides are constructed so that they may be mounted on a solid board. A pointed steel punch with a handle called a stylus is used in writing the braille characters. To guide the stylus in punching the

dots, the top portion of the guide frame is punched with rows of holes which outline the individual braille cells and correspond to the arrangement of the pits in the bottom portion of the guide. To write on the guide or slate, paper is inserted between the top and bottom of the guide, being held in place by small pins at the top of the board. The braille dots are punched downward into the paper, thus making it necessary to write from right to left on the guide as well as to write each braille character in reverse. Thus when the paper is turned over for reading, the braille characters can be read in normal position from left to right. This may seem confusing, but the blind child does not experience too much difficulty in acquiring proficiency in braille under expert instruction. Nevertheless, we must be cautious in deciding the medium to be used by the child for reading and writing. For the child having residual vision who can use vision as his chief channel of learning it is presumed that the eye examiner will recommend whether the child is to resort to braille or use inkprint materials.

To simplify the writing of braille, a mechanical device known as a braille writer (comparable in size to a typewriter) has been developed which enables the child to write much more rapidly and with considerably less fatigue than with the use of a hand slate. The braille writer has a keyboard of six keys, each representing one dot of the braille cell. The six keys are divided into two sets of three with a space bar between the two sets. The three keys at the left of the space bar represent dots 1, 2 and 3 of the braille cell. Those to the right represent dots 4, 5 and 6. These keys may be depressed in any combination and thus one is able to write any combination of the six dots in the braille cell. The braille characters are written in the same order as they are read, which simplifies learning in the primary grades. Instruction in the use of the hand slate is usually postponed until the third or fourth grade level.

Finally it should be pointed out that the braille dots are not distinguished from the paper by use of color. The dots are made by simply punching the paper, whether by hand or on the braille writer. Since braille is intended for the child who is not able to use inkprint, obviously there is no need for providing contrast. However, this points up the difficulty for the child with residual vision who tries to read braille with his eyes instead of with his fingers because of the additional strain on his eyes stemming from lack of contrast between the dots and the paper. It is well to repeat that the child having residual vision may well progress at a faster rate by use of inkprint instead of braille.

A State Education Department survey during the last year reported 668 children who classify as blind attending public schools in this State. A considerable number of these children are using braille for reading and writing. To help provide needed materials and equipment for these children this year, the Department received a quota allocation of $20,190 from the Federal Government. All blind children registered with the Department are eligible for these materials and equipment. The Bureau for Handicapped Children, Division of Pupil Personnel Services, is administering this statewide program, and inquiries concerning materials available on quota should be directed to the Bureau.

Science Fellowships

Fifty science teachers from secondary schools and teachers colleges in 13 Eastern States will receive six weeks of graduate training at Union College next summer through the 14th annual General Electric Science Fellowship Program.

LATEST WELDING METHODS are studied by teachers of agriculture at workshops at Canton and Delhi.

Farm Welding Workshops Conducted

WORKSHOPS ON FARM WELDING WERE conducted at two centers during October and November to give teachers of agriculture the latest information on materials and practical experience in the up-to-date techniques of welding. This is a part of the statewide program being developed for inservice training of teachers who either from shortages in technical courses available while in college or because of changes in the operational needs of farmers are not able to instruct in certain areas.

Fifteen teachers attended the course taught by George Hill, farm mechanics instructor at the State University Agricultural and Technical Institute at Canton, under the supervision of Dr. Harold L. Noakes, associate in agriculture, State Education Department.

Eight teachers received the instruction at the State University Agricultural and Technical Institute at Delhi in an off-campus course taught by Professor Ed Foss of the New York State College of Agriculture at Cornell University.

Programs were adapted to the individual needs of the teachers based on the amount of previous training and experience in welding. They received both group

and individual instruction with emphasis on practical application to problems of farm machinery maintenance and service. Class discussions and study of welding problems touched upon selection of materials, proper settings of various types of welders and special needs of certain metals and welding materials. Each teacher devoted over half the workshop time to welding practice under the supervision of the instructor.

Henderson PTA Anniversary

Commissioner Allen sent greetings which were read at the Silver Anniversary Celebration of the Henderson Parent-Teacher Association held at Henderson Central School on November 16. The school district came into existence on November 24, 1930, and the school building was first used for instruction on April 4, 1932.

The local parent-teacher association held its first meeting November 17, 1932. Fifteen charter members of the organization were present at the anniversary festivities, according to Kenneth L. Lamb, supervising principal. Of special interest to guests was a display of photographs, school publications and historic documents depicting the growth of the school district.

Local Groups Affiliate

Eleven local school food service associations affiliated with the New York State School Food Service Association at the sixth annual convention in Utica, October 17–19. A total of 24 local groups representing 40 counties are now affiliated. Each association must have 10 State members and have its constitution approved by the State association. Membership in the five regions of the State shows the following State members as of November 1957:

West	246
Central	218
Northeast	73
North Central	211
Southeast	283
Miscellaneous	1
	1,032

Guided by regional directors, other State association officers and State supervisors, these local groups plan and conduct meetings to help them in their work with the school lunch programs.

Guidance Meeting

The American Personnel and Guidance Association will hold its annual convention during the week of March 31 to April 3 with headquarters in the Sheraton-Jefferson Hotel, St. Louis, Mo. For information concerning registration write Marie Bergmann, 5040 Grace Avenue, St. Louis 16.

VOCATIONAL AGRICULTURE pupils' representatives of Ontario County schools are shown at Phelps during training session on the taking, packaging and handling of soil samples in the statewide soil testing program conducted cooperatively with G. L. F. Cooperative Exchange, Inc. and the Cornell University Agronomy Department.

SCHOLARSHIP COMMITTEE of the Future Homemakers of America met at the State University Agricultural and Technical Institute at Morrisville. Left to right: Mrs. Gertrude Seely, homemaking teacher, DeRuyter Central School; Helen Boyd, homemaking teacher, Chittenango Central School; Durward Weaver, principal, Warrensburg Central School; Mrs. Betty Starr, assistant State adviser, Future Homemakers of America; Robert Giambattista, principal of evening school division, Roosevelt Junior High School, Syracuse, and A. Fern Jackson, chairman of food service administration, dean of women at Morrisville and president of New York State Home Economics Association.

Scholarships for Home Economics Groups

FOUR SCHOLARSHIPS OF $200 EACH FOR a period of one year are made available annually by the State Association of Future Homemakers of America to attract to home economics professions students of outstanding ability and sincerity of purpose. Although the building of a scholarship fund has been a major project of the association for a number of years, actual administration of the program has been fairly recent. Scholarship winners for 1957 were: Joyce Holcomb, Cornell University; Maxine Staniszewski, State University College for Teachers at Buffalo; Ruth Elizabeth and Effie Jeanne Whitehurst, State University Teachers College at Plattsburgh, and Margaret Webster, Rochester Institute of Technology.

Specific Qualifications for Applicants

- **Active membership in affiliated chapter**
- **Residence in New York State**
- **Proposed study of home economics in a 2- or 4-year program offered by an institute or college in New York State**
- **Completion of at least one semester of homemaking in high school**
- **Scholastic standing — college, upper third of graduating class; institute, upper half of graduating class**

- **Recommendation by: FHA adviser, guidance counselor and additional teachers, personal acquaintance to verify financial need**
- **Personal interview for eight finalists**

Bases for Awards

- ► **Character, personality, leadership ability**
- ► **Scholastic achievement**
- ► **Sound health**
- ► **Financial need**
- ► **Personal interview**

Administrators wishing information about the scholarship program may plan to talk to homemaking teachers who are serving as FHA advisers of local chapters.

Elizabeth Starr, assistant State adviser, Future Homemakers of America, is chairman of the Scholarship Committee. Other members are: Mrs. Gertrude Seely, homemaking teacher, DeRuyter Central School; Helen Boyd, homemaking teacher, Chittenango Central School; Durward Weaver, principal, Warrensburg Central School; Robert Giambattista, principal of evening school division, Roosevelt Junior High School, Syracuse; A. Fern Jackson, chairman of food service administration, dean of women at Morrisville and president of the New York State Home Economics Association.

Lunch Advisers Welcome New Member

WILLIAM I. BAIR, DIRECTOR, BUREAU OF Statistics, State Department of Agriculture and Markets, was welcomed as a new adviser at the annual meeting of the Board of Regents School Lunch Advisory Committee on November 20 in Albany. Seven members were present. The reappointment of two members for three-year terms was announced: Alice M. Burgoin, associate professor of institution management, Cornell University, and Harvey K. Allen, director, Bureau of School Lunches, Board of Education, New York City.

Other committee members include: Mrs. Kathleen Berresford of the College of Nutrition, Cornell University; Peter Gust Economou, manager of the Park Lane Restaurant and member of the Board of Education, Buffalo; Mrs. Rosilyn B. Frank, homemaker, New Rochelle; Lawrence H. Gallagher, supervising principal, East Islip Union School; James R. Kelly, Kinderhook, president of A. B. Huested Co. and Dipper Force Products; Mrs. Jessie Ellen McComb, Parent-Teacher Association member, Seneca Falls.

Meeting agenda included reports on action taken by committee and supervisors on suggestions made for 1956–57. The special committee appointed to study functions, reponsibilities and services provided through the school lunch program and related activities presented its interim report. Dr. C. Thomas Olivo, Chief, Bureau of Vocational Curriculum Development and Industrial Teacher Training, State Education Department, acted as chairman of the committee. Dr. Joseph R. Strobel, Assistant Commissioner for Vocational Education, and Dr. John A. Forst, Chief of the Bureau of Health Service, participated in the afternoon session on the "Nutritional Values of Milk in the School Lunch Program."

Preservice, Inservice Plans Discussed

A REPRESENTATIVE GROUP CONSISTING OF approximately 50 teacher educators, administrators, State and city supervisors and supervising teachers convened November 7 and 8 at Syracuse to consider preservice and inservice education of homemaking teachers.

Emphasis was given to exploring values and aspects of experimentation and operational research as a means of helping teachers identify specific teaching problems and select with students promising practices to achieve the goals of homemaking education. Dr. Margaret Alexander and Dr. Selma Lippeatt of the United States Office of Education served as consultants.

Other areas discussed by groups were curriculum development at the college and secondary levels, need for teaching personnel in the State, inservice leadership education for teachers taking special responsibilities for the coordination of homemaking departments at the secondary level and inservice programs for teachers.

Groups comprised of a cross-section of college personnel, supervising teachers, city and State supervisors discussed and made plans for specific ways to approach some of the outstanding concerns.

This conference was sponsored by the Bureau of Home Economics Education, State Education Department, and has a steering committee consisting of Dorothy S. Lawson, Chief, Bureau of Home Economics Education; Helen Moser, New York State College of Home Economics at Cornell University; June Clarke, supervising teacher, Middleport Central School; Mrs. Ethelwyn Cornelius, city supervisor, Ithaca Public Schools.

State People Contribute Articles

MANY NEW YORK STATE PEOPLE CONtributed material to the *School Lunch Journal* during 1957. This journal is the official publication of the American School Food Service Association.

The March issue featured an article on Mrs. Maryon Long, school lunch manager, Chenango Valley Central School, Binghamton. The same month Harvey K. Allen, director, School Lunch Program, New York City, and president of the American School Food Service Association, contributed information concerning the Federal school lunch appropriation for 1958.

The April copy contained information on "Publicity for School Lunch" written by Helen L. Diehl, northeast regional director of the American School Food Service Association. Richard P. Schmidle, a teacher at the Wilson Central School, submitted an article on ways the students and teachers at his school worked together to improve the appearance of their school lunchroom.

In October Mrs. Mary S. Near, manager, School Lunch Program, Ockawamick Central School, Philmont, contributed material on encouraging participation in the school lunch. The northeast regional director submitted material on "Ideas for Wise Program Planning."

Three articles in the November issue were written by four New Yorkers. One of these articles entitled "Managers Learn

How To Lead" was coauthored by K. Elizabeth Lamson and Helen L. Diehl, school lunch supervisors, State Education Department. Another training article was written by Robert Kristellar, supervising principal, Carmel. Mrs. Harriette D. Mark, school lunch director of Rye Public Schools, summarized a project which students undertook related to food and growth.

There are many other interesting school lunch projects in the schools of New York State. Their stories would be welcomed by the school lunch supervisors in the State Education Department and the editor of the *School Lunch Journal.*

School Lunch Conferences at Miami

SEVERAL SCHOOL LUNCH CONFERENCES were a part of the American Dietetic Association's 40th annual meeting in Miami in October.

School lunch managers and directors from all parts of the United States agreed that workshops and training programs for school lunch personnel should contain: philosophy of education and organization of school, adult learning procedures, successful processes of communication, emphasis on institution administration, specification writing techniques and blueprint interpretations. Methods for developing responsibilities with a school district for areas of school lunch were discussed and actually used. Mrs. Isabelle Hallahan, school lunch director, Elmont Public Schools, and Agnes P. Teske, assistant, school lunch administration, State Education Department, participated in these conferences.

Over 3,000 members and guests from all parts of the United States attended this annual meeting to learn the latest trends in nutrition, community health, communication, listening, organization and management of food service operations, food processing and equipment.

American School Food Service Group Elects Harvey Allen President

Harvey K. Allen, director, Bureau of School Lunches, Board of Education, New York City, was elected president of the American School Food Service Association at the 11th annual convention in St. Louis, Mo., November 11–14. Well over 2,400 registered for the four-day meeting.

An annual feature is the Margaret E. Prentice Award, given to a school lunch worker who has done an outstanding piece of work with the school lunch program. The winner is selected from one of the five regions of the United States in rotation. This year's award recipient was chosen from the western region. She is Mrs. Dean LeFevre of Panguitch, Utah. In 1958 the winner will be selected from the southeastern region. Mrs. Elaine Bradley, school lunch manager of North Syracuse, was the first recipient.

FAITHFUL SERVICE to the State Education Department, the Board of Regents and the people of the State of New York for nearly a half century was honored at the luncheon given on the occasion of the retirement of Ruth M. Wynne, head stenographer in the office of the Secretary to the Board of Regents and the Commissioner. With her are former Commissioner Lewis A. Wilson and Commissioner Allen. The portable television set at the left was given to Miss Wynne by her fellow employees. She had served 47 years.

DR. EWALD B. NYQUIST, Deputy Commissioner of Education, left, presents an award of $25 and a certificate of merit to Mrs. Velma T. Jones, senior clerk in the Bureau of Professional Licensing Services, State Education Department, for a time-saving suggestion which she made. Robert C. Killough, Jr., Assistant Commissioner of Professional Education, center, and Dr. John W. Paige, Chief of the Bureau, right, join in congratulating Mrs. Jones on her suggestion for a change in wording on registration application cards which resulted in a 75 percent reduction in number of annual followups required by staff members.

STAFF MEMBERS of the foreign language department at Long Beach High School expressed their esteem for Roy E. Mosher, supervisor of foreign languages education, State Education Department, for his years of leadership by presenting him with a watch at the language honor societies' induction program.

VFW Essay Contest

"America's Future Is Up to Youth" is the theme of this year's annual National High School Essay Contest sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars. Any student in grades 9-12 in any public, private or parochial high school carrying a full, prescribed course is eligible to compete for awards.

Deadline for entries is March 15, and information on the contest may be obtained from essay contest chairmen of local units of the auxiliary or by writing to National Headquarters, Ladies Auxiliary to the VFW, 406 West 34th St., Kansas City 11, Mo. The contest has been endorsed by the National Association of Secondary School Principals.

Librarian Scholarships

A program of financial assistance for a year of professional training in public librarianship has been announced as part of the New York State plan under the Federal Library Services Act. At least 10 training grants of from $350 to $2,000 will be available to qualified candidates following the first competitive examination scheduled for January 11.

These grants are intended to encourage college graduates to obtain the fifth year of professional library training to increase the number of professional librarians for public library and library systems serving the rural areas of the State.

Application blanks and further details can be obtained by writing Robert J. Flores, New York State Library, Division of Library Extension, Albany 1.

Art Education Grades 7–8–9

An outline of the scope of art education in the early secondary grades is contained in this bulletin. A major portion of the material has been drawn from the existing syllabus, *Secondary Schools Art*. In addition, a new course, Creative Crafts, has been developed to serve the needs of pupils whose interests are more in the crafts area than in drawing and painting.

Checklist of the Mosses of New York State

This State Museum bulletin represents the first accounting of the mosses of the State since 1866. It is the first of a proposed series of checklists on various biota occurring in New York State. These will report the taxonomic composition of each group and will indicate the distribution of the component members within the State. It is hoped that the checklists will encourage interested persons to aid in the biological exploration of poorly known districts.

Sample Study and Correlation of Three Wells in Chautauqua County, New York

The fourth in a series of reports inaugurated by the New York State Geological Survey on well sample studies and correlation of important New York wells, this bulletin shows some of the facies changes which occur within the Devonian rocks of southwestern New York, along a north-south meridian.

The Community of Yonkers and Its Schools
Report Number 1

This is the first of seven reports of the Yonkers school system made by the State Education Department on the request of the Yonkers Board of Education in a resolution adopted September 13, 1956. The survey was financed jointly by the city and the State.

School personnel, public officials and more than 1,000 local citizens took part in some phase of the year-long study. The survey describes the Yonkers school system, evaluates its strong points and the areas where improvement was needed and suggests steps that should and could be taken to raise the quality of public education in Yonkers to the potential for good schools which exists in that city.

In its appraisal, the survey staff considered the quality of instruction, achievement of students, efficiency of management and the basic conditions for continuing improvement. The survey found many wholesome things in the Yonkers schools and much to commend. The staff likewise identified a number of problems, some common to all school systems, some the product of forces beyond immediate local control and some the people of Yonkers can solve by good will and intelligent action, according to the report.

To the extent that this can be considered a case study, in depth, of education in the State of New York as well as a service to a particular school system the several pamphlets that constitute this report should be of interest to administrators, boards of education and citizens generally throughout the whole State as well as Yonkers.

The text of the first report describes the specific recommendations of the survey staff, the factual findings and the procedures employed to establish certain facts.

Driver Education

In preparing the teaching materials included in this syllabus the State Education Department received advice and technical assistance from the Commissioner of Motor Vehicles, the Superintendent of State Police, the Director of the State Traffic Commission and the Director of the State Division of Safety.

This syllabus replaces the original bulletin entitled *Driver Education and Training*, which was first published in 1945 and revised in 1948. It includes suggestions for scheduling and teaching the course, enriching instruction and using community facilities. Constructive criticism of the manuscript was received from the Bureau of Motor Vehicles, whose cooperation with

the Education Department has contributed in large measure to the growth and improvement of driver education in this State.

A Revision of the North American Species of Paria Lec (Coleoptera: Chrysomelidae)

This State Museum bulletin offers a suggested classification for the species. It describes the taxonomic history of the life cycle, morphology and characters used in identification and lists the host plants. *Paria* is a species of beetle which lives on a wide variety of plants including those in the rose family, on juniper bushes and on certain pod-bearing plants, dogwoods and goldenrods.

Education of Handicapped

Staff members of the Bureau for Handicapped Children represented the Department at the annual meetings of two New York State organizations concerned with the education of handicapped children.

Charles D. Becker, associate in education of mentally retarded, participated in the annual convention of the State Association for Help of Retarded Children held at Hotel Syracuse, Syracuse, November 1–3. Association representatives attended from the 27 chapters which embrace approximately 40 counties of the State. Accent of the conference was on getting local districts to organize special classes for mentally retarded children.

Dr. Anthony J. Pelone, Chief of the Bureau for Handicapped Children, and Jack M. Staehle, associate in education of the handicapped, attended the second annual convention of the New York State Association of Educators of the Deaf, held at the New York School for the Deaf, White Plains, October 31 through November 2. More than 250 educators of deaf children participated in the section meetings. The theme of the convention was "Accent on Growth for Children and for Teachers."

Occurrence of Silurian Salt in New York State

This study was undertaken because of increased interest in the salt beds of New York State for storage purposes by oil and gas companies. It determines the eastern limits, depth and thickness of the salt zone in the State and is based upon data obtained from driller's and geological records and the examination of well cuttings of wells drilled by the cable tool method for gas or salt in western and central New York.

Foreign Teachers at Schools

Nine teachers from abroad are to begin observing the teaching methods in as many different school districts in New York State on January 6. They have been making similar studies in other States of the Union.

Before starting their visits in the districts they will inspect the operations of the State Education Department in Albany. Their visit to New York State was arranged by the Teacher Education Section of the Educational Exchange and Training Branch of the Division of International Education of the United States Office of Education.

The localities and the names of the visiting teachers are:

Cortland: Miss Iliette de Almeida from Brazil

Great Neck: Mr. Joao do Rego Gadelha from Brazil

Long Beach: Mr. Jose Ruiz Ibirico from Spain

Manhasset: Mr. Cholam Hossein Kehtari from Iran

Mount Vernon: Miss Parvaneh Mahboobi from Iran

Rochester: Mr. Masami Mori from Japan

Rome: Mr. Tomonosuke Sato from Japan

Suffolk: Mr. Osamu Takahasi from Japan

Syracuse: Mr. Teh Teik Poh from Malaya

(*Concluded from back cover*)

Then came the war years and after a few months of coaching at Geneseo High School, Ray, who had already applied for flight training, was called into the Army Air Force, where he served for more than five years as an instructor in various technical training units. Rising in rank to major, he was graduated from Command and General Staff College and is still active in the Reserve, recently advancing to lieutenant colonel.

Out of service in 1946, he taught and coached at Farmingdale High School and worked evenings and Saturdays on his master's degree received from Columbia (with Ike's signature) in 1948. Since then he has completed all course work for his doctorate and hopes one of these years to find time to write his dissertation.

Prior to coming to the Department in 1950 as supervisor and then associate in physical education and recreation, he was recreation director at Jones Beach State Park. He was named Civil Defense Coordinator in 1953.

Ray, Alma and their son Bill (14 years old and a ninth grader at Bethlehem Central in Delmar) moved into their newly built home in Slingerlands last year. It's a beautiful big ranch house, white with blue trim, one bluestone wing and a bluestone porch and fireplace. Ray, with Bill's help, cleared the land and he and Alma did the shingling and painting themselves.

True to his name, Ray is especially fond of hunting and two seasons ago first tried the bow and arrow. Last fall he profited by his newly acquired skill by bringing home a 160-pound, seven-point buck. Each year includes a fishing trip to New Hampshire for landlocked salmon and rainbow trout, as well as time spent at the family camp (which he and his father built) on the Delaware River near Hancock. He has 140 acres of land there and it is a favorite spot for the Hunters and their friends for swimming and fishing in summer and hunting in autumn.

In addition to planning activities with Bill and his friends — one of his greatest pleasures — Ray devotes considerable time to writing (has written articles for professional journals and likes doing more creative work such as poetry and essays about young people) and is active in many professional and community organizations.

In these days of sputniks, rockets and intercontinental missiles, it's good to know that a man of Ray Hunter's caliber, with such balanced enthusiasm for both hard work and healthy recreation, is heading up the school civil defense program.

Where the Hunter goes home from the hunt in Slingerlands

How Well Do You Know _____ ?

RAY HUNTER

One of a series of personality sketches of State Education Department staff members

ON DUTY FOR THE STATE EDUCATION DEPARTMENT IN AN INCREASINGLY important endeavor is Raymond R. Hunter, Coordinator of Civil Defense for the Schools. An educational background in physical education and school administration, a fine military record, diversified teaching experience in New York State schools and a friendly, capable manner admirably fit Ray for his present position.

Raymond R. Hunter and fallen quarry

Acting as liaison between the Department, the Civil Defense Commission and the schools, he travels throughout the State meeting with school administrators to plan civil defense programs to protect pupils and staff and to seek ways of integrating civil defense knowledge with present curriculums. He cites the responsiveness of educators to the need for civil defense training as shown by recent inclusion of units on thermonuclear warfare, radioactive fallout and harnessing the atom in many of the science courses, as well as study of the structure of civil defense in citizenship education.

A native New Yorker, Ray was born in Walton and grew up in Cadosia, where his father and mother still live. After graduation from Hancock High School, where he excelled in sports, he attended Lowell Business College in Binghamton for a year and then tried his hand at a variety of occupations including railroading, logging and highway construction. During this time he played semiprofessional baseball (center field) and his interest and ability in athletics plus the encouragement of his high school coach led him to apply for admission to Cortland State Teachers College to major in physical education.

"Cortland was fun," Ray recalls. And it surely must have been. For there he won letters for football and baseball, was president of the Student Council in his senior year, was an Alpha Beta honor graduate standing in the highest 10 percent of his class, and met Alma Floeting, a classmate, whom he later married.

(Concluded inside back cover)